

# Guidance on Evaluating Individual Student Learning Objectives<sup>1</sup>

School leaders or principals, with support from the school's instructional leadership, are responsible for rating or scoring teachers' progress toward meeting SLOs at the end of the school year. SLOs should be rated in one of four categories listed below. Teachers will be categorized as having achieved exceptional attainment of the targets, having met the targets, nearly met the targets or not met the targets specified in the SLOs.

# Exceptional Attainment

• This category applies when all students met the target(s) and many students exceeded the target(s). For example, exceeding the target(s) by a few points, a few percentage points, or a few students wouland not qualify a Student Learning Objective for this category. This category should only be selected when a substantial number of students surpassed the overall level of attainment established by the target(s).

### Full Attainment

• This category applies when almost all students met the target(s). Results within a few points, a few percentage points, or a few students on either side of the target(s) should be considered "Met". The bar for the category should be high and it should only be selected when it is clear that the students met the overall level of attainment established by the targets.

## Partial Attainment

• This category applies when many students met the target(s), but the target(s) was missed by more than a few points, a few percentage points, or a few students. This category should be selected when it is clear that students fell just short of the level of attainment established by the target(s).

## Minimal Attainment

• This category applies when the results do not fit the description of what it means to have "Nearly Met". If a substantial proportion of students did not meet the target(s), the Student Learning Objectives was not met. This category also applies when results are missing, incomplete, or unreliable.

<sup>&</sup>lt;sup>1</sup> Adapted from Rhode Island Department of Education's Addendum to the Rhode Island Model Teacher Evaluation & Support Systems, 2013-2014





Guidance on Evaluating a Set of Student Learning Objectives<sup>2</sup>

When rating a teacher's progress toward meeting a set of multiple student learning objectives, overall rating should fall into one of the categories listed below. A teacher who set multiple SLOs will either achieve exceptional attainment, full attainment, partial attainment or minimal attainment of the goals as a whole. Again, please refer to Appendix XI for Attainment Scoring Tables.

Exceptional Attainment •This category applies when results across multiple Student Learning Objectives indicate superior student mastery or progress. This category is reserved for the educator who (fully achieved / exceeded) surpassed the expectations described in their SLOS and/or demonstrated an outstanding impact on student learning.

Full Attainment •This category applies when results across multiple Student Learning Objectives indicate expected student mastery or progress. This category is reserved for the educator who has fully achieved the expectations described in their SLOS and/or demonstrated a notable impact on student learning.

Partial Attainmen •This category applies when results across multipleStudent Learning Objectives indicate some student mastery or progress. This category applies to the educator who has partially achieved the expectations described in their SLOs and/or demonstrated a moderate impact on student learning.

Minimal Attainment •This category applies when results across multiple Student Learning Objectives indicate insufficient mastery or progress. This category applies to the educator who has not met the expectations described in their SLOs or the educator who has not engaged in the process of setting and gathering results for SLOs.

<sup>&</sup>lt;sup>2</sup> Adapted from Rhode Island Department of Education's Addendum to the Rhode Island Model Teacher Evaluation & Support Systems, 2013-2014





#### Student Learning Objectives Attainment Scoring Tables

The two tables below provide a suggested framework for final scoring of Student Learning Objective attainment. The first table breaks down attainment scoring for LEAs asking their teachers to develop two SLOs, and the second table breaks down attainment scoring for LEAs asking their teachers to develop three SLOs.

Attainment Scoring Table for 2 Student Learning Objectives				
Score on SLO #1	Score on SLO #2	Final		
Exceptional Attainment	Exceptional Attainment	Exceptional Attainment		
Exceptional Attainment	Full Attainment	Full Attainment		
Exceptional Attainment	Partial Attainment	Full Attainment		
Exceptional Attainment	Minimal Attainment	Partial Attainment		
Full Attainment	Full Attainment	Full Attainment		
Full Attainment	Partial Attainment	Full Attainment		
Full Attainment	Not Met	Partial Attainment		
Partial Attainment	Partial Attainment	Partial Attainment		
Partial Attainment	Minimal Attainment	Minimal Attainment		
Minimal Attainment	Minimal Attainment	Minimal Attainment		



Attainment Scoring Table for 3 Student Learning Objectives				
Score of SLO #1	Score on SLO #2	Score on SLO #3	Final	
Exceptional Attainment	Exceptional Attainment	Exceptional Attainment	Exceptional Attainment	
Exceptional Attainment	Exceptional Attainment	Full Attainment	Exceptional Attainment	
Exceptional Attainment	Exceptional Attainment	Partial Attainment	Full Attainment	
Exceptional Attainment	Exceptional Attainment	Not Met	Partial Attainment	
Exceptional Attainment	Full Attainment	Full Attainment	Full Attainment	
Exceptional Attainment	Full Attainment	Partial Attainment	Full Attainment	
Exceptional Attainment	Full Attainment	Minimal Attainment	Partial Attainment	
Exceptional Attainment	Partial Attainment	Partial Attainment	Partial Attainment	
Exceptional Attainment	Partial Attainment	Minimal Attainment	Partial Attainment	
Exceptional Attainment	Minimal Attainment	Minimal Attainment	Minimal Attainment	
Full Attainment	Full Attainment	Full Attainment	Full Attainment	
Full Attainment	Full Attainment	Partial Attainment	Full Attainment	
Full Attainment	Full Attainment	Minimal Attainment	Partial Attainment	
Full Attainment	Partial Attainment	Partial Attainment	Partial Attainment	
Full Attainment	Partial Attainment	Minimal Attainment	Partial Attainment	
Full Attainment	Minimal Attainment	Minimal Attainment	Minimal Attainment	
Partial Attainment	Partial Attainment	Partial Attainment	Partial Attainment	
Partial Attainment	Partial Attainment	Minimal Attainment	Partial Attainment	
Partial Attainment	Minimal Attainment	Minimal Attainment	Minimal Attainment	
Minimal Attainment	Minimal Attainment	Minimal Attainment	Minimal Attainment	